

DOCUMENT RESUME

ED 103 449

TM 004 280

TITLE Proposals for the Collection of Adult Education Statistics Within the Framework of the International Standard Classification of Education (ISCED).
INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE Jul 74
NOTE 44p.; a Summary of the Intergovernmental Meeting of Experts to Review the International Standard of Classification of Education (ISCED) And Its Implications (Paris, France, December 3-11, 1974). For related documents, see ED 090 260-262
EDRS PRICE MF-\$0.76 HC-\$1.95 PLUS POSTAGE
DESCRIPTORS Academic Standards; *Adult Education; Classification; Comparative Education; Data Collection; Definitions; Guides; *International Programs; *Standards; *Statistics
IDENTIFIERS *International Standard Classification Education; ISCED

ABSTRACT

As science, research, knowledge, and world population continue to expand, so does the rate of change in human society. As technology increases, educational attainments can quickly become inadequate to face the demands of life and work in adult life. Many countries that are advancing technologically are finding their present adult population ignorant of these changes and how to cope with them; thus the importance of adult education is becoming evident all over the world. Planning is needed to implement the necessary concepts for establishing a thorough program of adult education. Yet planning without informative statistics would be lacking vital information. In order to meet this growing need for requested statistics, the office of statistics of UNESCO developed an International Standard Classification of Education (ISCED) as an instrument for collecting and compiling statistics of education both within individual countries and internationally. This document represents proposed frameworks for collection and analysis of statistics in adult education. (Author/DEP)

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Distribution : limited

ED103449
COM-74/ISCED/5
Paris, July 1974
Original : English

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INTERGOVERNMENTAL MEETING OF EXPERTS TO REVIEW THE
INTERNATIONAL STANDARD CLASSIFICATION OF EDUCATION (ISCED)
AND ITS IMPLICATIONS

Paris, 3 - 11 December 1974

PROPOSALS FOR THE COLLECTION
OF ADULT EDUCATION STATISTICS

Within the framework of the International Standard Classification
of Education (ISCED)

COM-74/CONF.203/5
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ERRATA

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References to ISCED Conf.Ref.1 on the following pages :
3, 5, 8, 9, 10, 15 and 38 should read : COM-74/ISCED/3.

Page 5. Footnote 1 refers to the first sentence of § 15.

Page 35, § A19, line 11. add "independent" after "...
expected number of".

Page 40. The field of study of code 74 should read :
"Trade, craft and industrial, n.e.c."

Page 40. In field of study of code 99 delete "not
definable by level"

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INTRODUCTION

The importance of adult education

1. A growing recognition of the importance of adult education is evident on all sides. The expansion of scientific research, the knowledge explosion, the growth of world population, the accelerated rate of change in human society and its environment resulting from new technology, the dangers to the environment that many of these changes threaten - all these mean that knowledge acquired by young people at school and university tends to become inadequate to meet the changing nature of life, work and environment that is encountered in adult life.
2. If those who have been exposed to school and university education are insufficiently equipped for life in a changing world, how much less equipped are those who have lacked this exposure. In many developing countries the population explosion has outpaced the expansion of the school system, so that a growing number, albeit a reducing percentage, of the world's adult population is still illiterate. For them education and training are vitally important, both for their own fulfilment and to enable them to make a significant contribution to national development. At the same time in industrialised countries, increasing wealth and leisure arising from new technology lead to extensive demands for adult education which will contribute to a more creative and satisfying life.
3. Finally, economic considerations suggest that the increasing application of scarce resources to the educational system in countries at all stages of development be based on an examination of the relative cost-effectiveness of expansion in the regular school and university system as against expansion in facilities for education and training for adults.

The need for adult education statistics

4. The increasing importance of adult education should be reflected in integrated plans for life-long education as an element in national development plans. Planning, however, is impossible without adequate statistics. Educational statistics covering the regular school and

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university* system, even if imperfect, have been available for many years in all countries and internationally. In the case of adult education, however, little or no statistical information exists. This is due, in large measure, to the variety of educational activities undertaken by adults and young people out of school**, to the sporadic nature of many such activities and still more to the diversity of agencies, both governmental and private, which provide such educational programmes.

5. The need for more adequate statistics of adult education is on record in numerous reports resulting from national and international enquiries and meetings. The Third International Conference on Adult Education sponsored by Unesco in Tokyo in August 1972 called attention to "the absence of any methodology for listing the various forms of adult education, and the urgent need for statistical data in order to work out and to implement adult education plans".***

6. The Tokyo Conference proved to be the most important one ever held on adult education. It was attended by delegates from 85 countries, four organizations of the United Nations system and 37 international non-governmental organizations. In replies to a questionnaire distributed at this Conference, delegates from 67 countries indicated that their work would benefit from having international statistics on Adult Education, and over 92 per cent of delegates welcomed the prospect of pilot tests for collecting such statistics in their country. The Conference called on Member States and Unesco to work together to develop a basis for the collection of international statistics on adult education

* In this context, "university" is taken to include education provided by all institutions of higher education, e.g. junior colleges, teacher training colleges, etc. as well as universities. See § 56 for a definition of 'regular school and university education'.

** The term 'adult education' is used throughout this document as synonymous with 'out-of-school education'.

*** Unesco, Final Report of the Third International Conference on Adult Education, Paris, 1972, Recommendation 14.

ISCED

7. Since 1966, in response to the growing demand for more international comparability in education statistics, the Office of Statistics of Unesco, with the help of consultants and international meetings of experts, has developed an International Standard Classification of Education (ISCED), as an instrument for collecting and compiling statistics of education both within individual countries and internationally. "It is intended that the classification will apply to data from both the school and university systems and to the wide range of programmes of organized education and training provided outside these systems."^{*}
8. "The decision to combine out-of-school education with the more structured school and university systems and to include adult as well as child education in a single classification system may complicate the task of data collection inasmuch as out-of-school and adult education are provided by a multiplicity of agencies. It is, however, in harmony with modern developments in educational policy and planning and with the new concept of permanent education. It recognizes that education is not an instructional 'package' provided to children and young persons in schools and universities, but is a continuing process providing opportunities for enlarging experience, understanding and skill throughout the life of the individual and responding to the changing needs of society. In statistical tabulations, however, figures for enrolment, etc., of children and young people in the regular school and university programmes can be shown separately from information on 'adult education.'"^{**}
9. In providing a common classification framework for in-school and out-of-school education, ISCED will permit comparisons by programme, field or level of study between two types of education that up until now have been compared only in terms of total expenditures. ISCED will also provide the much-needed definitional basis for identifying programmes, and the present document attempts to satisfy the demand for an international definition of adult education.

* Document ISCED Conf.Ref.1, introduction, § 6.

** Ibid, introduction, § 9.

10. " will thus provide a framework for the collection and analysis of statistics in adult education. But it is just a framework. The task of establishing efficient statistical systems to accommodate adult education within countries and on a world scale will still be formidable.

11. Recognising these problems, the Tokyo Conference recommended* that Unesco :

" 1. Sponsor systematic research with a view to defining the criteria for classifying adult education activities ;

2. Invite Member States to support such research ;

3. Consider the possibility of an initial data-gathering project with a view to setting up, after the necessary analyses, assessments and adjustments have been carried out, a permanent system for the gathering and processing of the statistical data on adult education, which is essential at the evaluation and forecasting stages. "

Purpose of the present Proposals

12. This document is intended to help Member States undertaking preliminary studies of the kind envisaged in the third point of the above recommendation, and eventually, after testing and modification, a standard operating Manual for all countries will be issued. It suggests the type of organisation required in a typical country, the need for existing statistical systems to be adapted or new systems planned and how data should be collected and analysed.

13. Since the value of the national statistics will depend largely upon the accuracy and completeness of the primary data provided by the adult education agencies, detailed instructions and guidance will have to be given to these agencies, together with standard questionnaires and instructions (suggested as a convenient way of developing comparable procedures), examples of which are attached to this document as Appendix I.

14. It should be underlined that these Proposals are to be regarded as part of a continuing programme for the collection of international statistics on adult education. They will be amended and improved progressively in the light of experience gained in its application. In suggesting the application of ISCED to the collection of adult education statistics, it should also be recognized that ISCED itself is still a provisional system that is being tested and improved. The Office of Statistics of Unesco would therefore be grateful to receive any comments, criticisms and

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* Unesco, Final Report of the Third International Conference on Adult Education, Recommendation 14.

suggestions for the amendment of ISCED and of these Proposals.

Adult Education

15. The term "adult education" as used here is synonymous with "out-of-school education" and means organised programmes of education provided for the benefit of and adapted to the needs of persons not in the regular school and university system and generally fifteen or older. The application of the above definition requires a clear statement of what is meant by 'education'. 'Education', for the purposes of this programme, is "organised and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all the activities of life".**

16. This definition excludes "self-directed learning", "random learning" and "learning from experience", because these involve no organised communication - no teaching/learning relationship. ISCED also excludes "activities which have no direct educational purpose or which are not planned in systematic sequence ; for example, recreational activities, sport and tourism with no direct educational purpose ; isolated events involving no sustained educational activity, such as one or two public lectures, conferences or meetings; entertainment ; information ; advertising programmes ; other social and corporate activities, such as meetings of clubs and associations or work camps involving no explicit educational aim ; activities primarily concerned with the production of goods and services".**

17. The spectrum of "adult education" based upon ISCED thus excludes, at one extreme, activities which do not involve a teaching/learning relationship and hence are not regarded as "education" ; and at the other extreme "regular school and university education".***

* This definition is being used by other international and regional organizations, for example the OECD.

** ISCED Conf.Ref.1, § 5.

*** Regular school and university courses may sometimes be attended by "adults" along with students of "normal age". Where these courses are not planned for, or adapted to the needs of adults, they should not be regarded as "adult education" and the adults enrolled will appear in statistics as students in the regular courses, only differentiated where student age is analysed.

Formal and Non-Formal Adult Education

18. Within this spectrum of adult education, a distinction between "formal" and "non-formal" adult education is useful for statistical collection and analysis. Education is considered to be "formal" if persons are registered or at least enrolled as students in an educational programme. "Enrolment" is intended to mean that a person identifies himself as wishing to follow a particular educational programme and is accepted as a student. "Registration" is intended to mean that the student's name and other particulars are written in a register which is often used to record attendances or fee payments. Other distinguishing factors which may help to clarify borderline cases are indicated in Table 1, but if there is no registration or enrolment, the activity should be considered as "non-formal".

19. "Formal" and "non-formal" adult education generally exist side by side in the same country. Indeed, a single educational agency or establishment may provide both types. A Ministry of Agriculture may, for example, organise "formal" courses of training in which farmers are enrolled to follow an established programme. The same Ministry may have an extension service which communicates information, knowledge and skill to farmers. This latter would be classified as "non-formal" education because the farmers are not enrolled. The information and advice communicated is not based on an established curriculum, but on the immediate needs and problems of the clients. It is regarded as "education" even if called an "advisory service", because there is a teaching/learning relationship between the providing agency and the beneficiaries. Similarly, a broadcasting agency may transmit an educational programme by radio or television for which students are enrolled and another for which they are not. Both may have planned curricula, but the first would be regarded as "formal", the second as "non-formal". This does not necessarily mean that those who learn or acquire information, knowledge or skills are called or consider themselves "students" - they may be thought of rather as "clients" or "target audiences". Equally, those who impart the information need not be called "teachers", but, for example, "instructors", "extension workers", "demonstrators", "animateurs", or "community development workers".

20. It should be obvious from these examples that "formal" education is not a synonym for "school and university" education, nor is "non-formal" a synonym for "out-of-school" and "adult education". All school and university education is essentially "formal", in the sense that students are enrolled. Adult education, however, can be "formal" or "non-formal". The distinction is not a sharp one, but needs to be made for statistical purposes. In particular, the types of data obtainable differ ; for example, by definition, statistics of student enrolment are unobtainable in the "non-formal" field.
21. In view of these inherent differences the development of statistics on adult education is being planned in two phases. Phase I will concentrate on formal adult education and is covered by these Proposals which are currently being field-tested in various countries which have volunteered for such an exercise. Phase II will deal with non-formal adult education, and appropriate Proposals will be prepared in due course.

ISCED APPLIED TO ADULT EDUCATION

The ISCED system*

22. ISCED has been designed to accommodate adult education along with regular school and university education in a single framework. It will thus make possible a more complete and integrated statistical presentation of the total educational provision in particular countries and eventually in the world as a whole. The ISCED document is essentially a dictionary of educational programmes. Each programme has a code number, a short title and a definition. Definitions are provided to assist users of the ISCED system in interpreting the titles which are inevitably somewhat cryptic. The code number for each programme of study consists of five digits.

Levels (digit 1)

23. The first digit (reading from left to right) identifies the level, which as the term implies, distinguishes the broad steps of educational progression from the very elementary to the most advanced. Provision has also been made for programmes which cannot be defined by level, and some formal adult education will fall into this category. The codes for level are as follows :

- 0 Education preceding the first level**
- 1 Education at the first level
- 2 Education at the second level, first stage
- 3 Education at the second level, second stage
- 5 Education at the third level, first stage, of the type that leads to an award not equivalent to a first university degree
- 6 Education at the third level, first stage, of the type that leads to a first university degree or equivalent
- 7 Education at the third level, second stage, of the type that leads to a postgraduate university degree or equivalent
- 9 Education not definable by level

These levels are defined in the Introduction of the ISCED document, § 13-20.

* This section should preferably be studied in conjunction with the document ISCED Conf.Ref.1, July 1974, available from the Office of Statistics, Unesco.

** Not applicable to adult education.

24. It should be possible to identify the levels of most of the programmes and courses given in formal adult education. This will not be done by reference to the age of students but by reference to the prior educational experience explicitly or implicitly required by the student to follow the programme. In certain cases this will be explicitly required for enrolment : e.g. "In order to follow this course students should have secondary education with (a) or (b) certificates in (x) and (y) subjects" (Levels 5 or 6), or "Students should be graduates in (x) or (y)" (Level 7). In other cases programmes or courses can be compared in difficulty or actual content to corresponding programmes in the schools or universities. Or again the adult education organisers or teachers can assess what sort of prior educational experience students would be expected to have, even though this is not explicitly stated in the prospectus or required for registration. Where it proves impossible to determine the level of a programme by means such as these, it will be assigned to category 9 "education not definable by level".

'Fields' (digits 2 and 3)

25. Digits 2 and 3 identify the field of study. The code for each field remains the same at all levels. Thus, code 62 will mean "Agriculture, forestry and fisheries" at levels 2, 3, 5, 6, 7 and 9. Of course some fields do not exist at every level, e.g. law and jurisprudence programmes are not found at levels 2 or 3 whilst literacy programmes occur only at level 1. The field codes are listed below and definitions for combinations of level and field can be found in the main section of ISCED Conf.Ref.1.

- 01 General
- 04 Elementary education with some vocational emphasis
- 08 Literacy
- 14 Education (teacher training)
- 18 Fine and applied arts
- 22 Humanities

- 26 Religion and theology
- 30 Social and behavioural sciences
- 34 Commerce and business administration
- 38 Law and jurisprudence
- 42 Natural sciences
- 48 Mathematics and computer science
- 50 Medicine and para-medicine
- 54 Engineering
- 58 Architecture and town planning
- 62 Agriculture, forestry and fishery
- 66 Home economics (domestic science)
- 70 Transport and communication
- 74 Trade, craft and industrial, not elsewhere classified
- 78 Service trades
- 80 Special education for the handicapped
- 99 Other

26. It is assumed that all programmes of adult education whether formal or non-formal, will be identifiable as falling within one of the fields listed. Some may perhaps overlap two or even more, in which case entries should be allocated to what appears to be the most important field.

Programmes (digits 4 and 5)

27. Digits 4 and 5 identify programmes within the various levels and fields. Programmes are defined as courses or groups of courses that are related in terms of subject-matter content. The ISCED document* has codes for some four hundred programmes. Although it might be ideal to use this full range of codes to classify adult education programmes, in practice it may be too elaborate, at least in the initial stages. Appendix II contains an abbreviated list of field and programme codes, but each country is advised to compare it with the full list in ISCED Conf.Ref.1 and to make appropriate changes in view of its national requirements and conditions.

* ISCED Conf.Ref.1.

STATISTICAL SERVICE FOR ADULT EDUCATION

National Organisation

28. The responsibility for collecting and compiling statistics on adult education should be vested in a competent central organisation. In some countries, where adult education statistics are already collected, an adult education statistical unit may exist. Where comprehensive statistics have not been collected previously in this field, and the government accepts the necessity of doing so, the first step will be to set up a new unit or to invest responsibility in an existing organisation. This may be the Central Statistical Authority, the statistical office of the Ministry of Education or some other appropriate Ministry, although it must be remembered that in many countries adult education does not fall within the responsibility of any single Ministry. Other possibilities are non-governmental organisations, national adult education associations, or adult education institutes or departments within the university system.
29. The successful establishment and operation of an adult education statistical service will depend on securing the willing collaboration of adult education agencies and those who serve them. It may be useful from the outset to invite them to be represented on an advisory working group together with key personnel of the national statistical services and other relevant specialists.
30. Where there is already an established system for collecting adult education statistics it will be for the national unit to decide how far this needs to be modified always bearing in mind the need for each country to provide for those additional data-elements which may be required for national purposes.
31. The schedule of activities of the national unit responsible for adult education statistics might appropriately be defined as follows :
 - a) to study the present Proposals and accompanying documents, and in particular ISCED, and to determine how they can be applied within the country ;

- b) to make a survey of agencies providing adult education ;
- c) to design a collection scheme ;
- d) to collect and process the data ;
- e) to arrange for the analysis and publication of the data.

32. In larger countries, and especially those operating under a federal system, many of these functions will have to be decentralised to regional, state or provincial government or other agencies.

Initial Study and Planning

33. The first task of the national unit will be to undertake a careful study of these Proposals and ISCED. The aims of such a study of these documents might be :

- a) to consider their applicability, nationally and locally, to the task of collecting and analysing adult education statistics ;
- b) to consider any changes and amendments required in the proposed procedures, forms and instructions ;
- c) to communicate to the Unesco Office of Statistics any comments, criticisms or proposed amendments to the Appendices or to ISCED, including any proposed changes in the existing procedures.

A Survey of Adult Education Agencies

34. The second task for the national unit, working where appropriate through authorised regional units, will be to carry out a nationwide survey of agencies providing adult education of all kinds. The aims of this survey should be :

- a) to draw up a complete register, directory or "map" of adult education agencies ;
- b) to identify those agencies which could and should supply relevant data.

35. Some countries already possess information, for example in reports, directories or year books, which may make a survey unnecessary or at least lighten the task. Where such information is not available or not sufficient, the task of locating agencies may be considerable. It may be possible to use the press, radio and other media of mass communication to assist in contacting the agencies.

36. The survey should contain the following elements :

- a) a statement of the aim of the survey and the use to which it will eventually be put in improving adult education statistics ;
- b) a definition in broad and simple terms of "adult education" - the field to be covered ;*
- c) a request to all agencies working in this field to respond with appropriate information ;
- d) the nature of the information sought, particularly :
 - (i) the address of their central office ;
 - (ii) an indication of the magnitude of their operation in terms, for example, of their total budget, staff employed, geographical area covered ;
 - (iii) whether they keep any statistical records and if so whether they publish any statistical data ;
 - (iv) whether they could, with appropriate guidance, introduce modifications in their system of recording and reporting.

37. In addition to the use of mass media, this initial enquiry should obviously be addressed directly to all government ministries, central and local education authorities and establishments, and non-governmental organisations assumed to have educational aims.

38. This initial survey and the production of a working Register of Adult Education Agencies might take anything from a few months to more than a year, depending upon the strength of the organisation available, the size of the country, the extent and diversity of adult education and the amount and quality of information available about it. It will be an important function of the national statistical unit to keep the Register up-to-date and to prepare and revise a mailing list of agencies able and willing to supply data.

Collection of Data

39. The Register and mailing list will be used to distribute questionnaires to the appropriate agencies. Some procedures are suggested in Appendix I. All agencies providing formal types of education should be convinced of the importance of registering enrolled students and keeping attendance registers for the classes and courses.

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Where records are already kept, they may have to be modified or improved and where they are not kept, a system will have to be set up. Either of these steps may cost the adult education agency additional staff-time and the application of some 'know-how'. The suggestion is made that in the initial stages of developing a national system for adult education statistics, the national statistical unit might allot a small proportion of its staff and budget to providing an advisory service, whose aim would be to explain the importance of complete and accurate statistics and the national system for providing these, to indicate the international significance of this service, and above all to improve record keeping.

40. These Proposals are drafted on the assumption that they will have to be used by a variety of adult education agencies. Some will be government departments or services, for example Ministry of Education departments of adult or further education, the Ministry of Health or the National Employment Service. Some will be communal education authorities with varying degrees of autonomy. Some will be educational institutions, like universities, providing extra-mural courses in their neighbourhood, or non-governmental organisations with national or local headquarters, local establishments such as People's or Worker's Universities, or Folk High Schools.

41. The national statistical unit will frequently send its request to "parent" agencies, who, in turn, will have to obtain primary programme data from their branches or other units. Sometimes, however, the request will have to be sent to an agency which is "self-contained" and not decentralised, for example an independent national or local adult education establishment with no "parent" body ; or a national broadcasting service, or correspondence college, which is providing its own educational service direct to its clients. The same questionnaires (Form A) are proposed for the use of both "parent" and "self-contained" agencies. Information already collected by a "parent" agency may be sufficient to enable it to complete Form A. If not, it should be asked :

- a) to send copies of Form A to its local units ;
- b) to verify and correct them when returned ;
- c) to ensure that the code numbers for Level, Field and Programme correspond to the list in Appendix II ;
- d) in certain cases to summarise the numerical data ;
- e) to add any data which may only be available centrally ;
- f) to return the completed Agency Forms to the national statistical unit.

A "self-contained" agency should be asked to complete Form A and to send the completed Form directly to the national statistical unit.

42. Formal adult education is provided by a wide variety of agencies and institutions and it may be necessary for practical reasons, at least in the initial stages, to limit the collection of data about some of them. In particular, it may take some time to extend coverage to all formal adult education provided by the armed forces and by private industry for their own personnel. Any significant omissions in the coverage of national summary statistics should be indicated. Many adult education programmes are of quite short duration and national statistical offices may find it necessary initially to limit data collection to programmes requiring a certain minimum number of hours of study time. If such a limit has been applied, then statistical offices should indicate the starting point when reporting their national statistics. It is hoped that no starting point will be greater than twenty hours of study.

43. The suggested questionnaire and instructions for Adult Education Agencies (Appendix I) have been drafted with the following considerations in mind :

- that copies of ISCED Conf.Pef.1 will not be available to all the agencies which are actually providing adult education and whose staff will be responsible for collecting and submitting the primary data ;
- that it is therefore necessary to refer to its existence and to emphasize the importance of coding statistical returns within the ISCED framework by adhering to a selective list of appropriate codes such as that suggested in Appendix II ;
- that the responsibility for checking, verifying and completing returns and reconciling them with the complete ISCED concept will rest with the national statistical unit.

Processing of Completed Forms to produce a national summary

44. The next operation will be to collate the completed returns in order to make a national summary. A visual check of each form will have to be made to ensure that data are complete, legible and prima facie accurate. Appendix I suggests that reporting agencies precode programmes using ISCED classifications. There will no doubt be some programmes still needing to be coded, and it is a prerequisite to summarization that all programmes should be thus coded. It may be possible to delegate to the administrative staff of sizeable parent adult education authorities the task of verifying, correcting and summarizing forms received from their operating units.

The forms can be summarized manually or by computer. All countries will be following the same procedure for summarization, so the computer systems and programmes could be shared between countries.

Summarization of Form A returns*

45. When the completed forms have been received and checked for legibility, completeness and consistency, they should be sorted into groups according to the principal mode of education reported in box (9). Each of the groups should then be summarized separately on a blank copy of Form A in the following manner :

- Check box (9) to indicate which group is being summarized.
- Add the contents of boxes (10) to (17) and transfer these totals to the national summary sheet.
- In columns (1), (2) and (3) of the national summary sheet list all different programmes (combinations of (1), (2) and (3)) that have been reported.
- Enter the sum of columns (6), (7) and (8) for each programme.
- For each programme, calculate a weighted average of the expected number of contact and independent study hours (cols. (4) and (5)) according to the following formulae :

$$\text{Col. (4) (National summary)} = \frac{(4_1 \times 6_1) + (4_2 \times 6_2) + \dots + (4_n \times 6_n)}{\Sigma 6}$$

$$\text{Col. (5) (National summary)} = \frac{(5_1 \times 6_1) + (5_2 \times 6_2) + \dots + (5_n \times 6_n)}{\Sigma 6}$$

46. For example, if three literacy courses have been reported, and the figures are as follows :

	Column Numbers					
	1	2	3	4	5	6
Literacy Course 1	1	08	11	100	50	2,000
Literacy Course 2	1	08	11	150	-	50
Literacy Course 3	1	08	11	400	-	950

then the national return would be :

$$\begin{aligned}\text{Col. (4) (National summary)} &= \frac{(100 \times 2,000) + (150 \times 50) + (400 \times 950)}{2,000 + 50 + 950} \\ &= 195.8 \text{ or } \underline{\underline{196}} \text{ (rounded)}\end{aligned}$$

$$\begin{aligned}\text{Col. (5) (National summary)} &= \frac{(50 \times 2,000) + (0 \times 50) + (0 \times 950)}{2,000 + 50 + 950} \\ &= 33.3 \text{ or } \underline{\underline{33}} \text{ (rounded)}\end{aligned}$$

47. Preparation of the Annual National Summary will be easier if consultation and collaboration with the Agencies is well-established. Where mechanical or electronic data processing equipment is available centrally or locally it could be used. Summarized data of these reports will be sent to Unesco and will be published in several world statistical tables. It will also provide a starting point for in-depth research and planning at national and regional levels.

DEFINITIONS OF TERMS USED IN THESE
PROPOSALS

Introduction

48. The following definitions are suggested for some terms used in these Proposals. Like the Proposals themselves, they should be regarded not as definitive texts but as working drafts to be tested, amended and improved. The terms are not listed in alphabetical order. Instead, by a process of synthesis, an attempt is made to build up a definition of Education from the two principal elements - Communication and Learning. Several categories of Education are then covered in paragraphs 52 to 59 and in paragraph 60 a detailed definition of Adult Education is evolved.

49. HUMAN COMMUNICATION = a relationship between two or more persons involving the transfer of information ("messages") by the transmission of stimuli ("signals") and the evocation of responses.

Or more simply =

the transfer of information ("messages") from one person to another or others.

Note : Communication may be "direct"/"face-to-face" or "indirect"/"distant" and may involve a wide variety of channels and media.

50. LEARNING = any change in behaviour, information, knowledge, understanding, attitudes, skill or capability which can be retained and cannot be ascribed to physical growth or to the development of inherited (instinctive) behaviour patterns.

Note : Learning is generally brought about by response to stimuli from the environment (including other human beings), but may result from internal processes, either thinking, imagination and memory (e.g. creative thought leading to deeper understanding) or the development of sensory motor circuits in the nervous system (e.g. learning to ride a bicycle).

51. EDUCATION = organised communication designed to bring about learning.

Note 1 : "Organised" here means : - planned in a pattern or sequence with explicit or implicit aims. It involves an educational/providing agency which organises the learning situation or teachers who direct the communication.

Note 2 : The distinction between education and other forms of learning is held to depend upon the existence or non-existence of human communication, i.e. teaching-learning. This is etymologically sound : e-ducare (lat.) implies the existence of a 'leader' and followers.

52. FORMAL EDUCATION = education for which any of the learners is enrolled or registered for a particular educational programme.

53. NON-FORMAL EDUCATION = education for which none of the learners is enrolled or registered.

Note 1 : For the purpose of these Proposals enrolment or registration is considered to be the distinguishing feature between "formal" and "non-formal" education. Other characteristics of both types are listed in Table 1 attached.

Note 2 ENROLMENT = the act of identifying oneself as wishing to follow a particular educational programme and being accepted as a student.

Note 3 REGISTRATION = enrolment followed by the recording of the student's name and other particulars in a register, which is often used to record attendances or submission of written material.

Note 4 : "Informal" methods or activities are increasingly used in "formal" education programmes. Hence the term "formal education" is defined above without reference to "methods" as a determining factor. "Formal" education, as thus defined, does not become "non-formal" simply because "informal" methods are used.

...

54. SELF-DIRECTED LEARNING = learning organised by the learner in which no educational agency or teacher is consciously involved.

Note 1 : "Self-directed" learners may seek information/stimuli through channels and media selected by themselves (e.g. books, films, sound recordings). They are never enrolled in groups for the purpose of learning (e.g. classes), though they may meet together.

Note 2 : Students enrolled in correspondence, television or radio courses do not fall into this category, even though they pursue these studies on their own. See § 52 and § 58.

Note 3 : The term "self education", though often used, is not logically applicable. This form of learning is not regarded as "education".

55. RANDOM LEARNING = learning from stimuli in the environment (e.g. experiences and acts of random or socially-determined communication) that are not purposefully organised by an educational providing agency or teacher or by the learner.

Note : This also is not regarded as "education".

56. REGULAR SCHOOL AND UNIVERSITY EDUCATION = the regular progression or "ladder" of formal education followed by children and young people, generally beginning at about 5-7 years of age (sometimes earlier in pre-school education) and completed by those who continue through higher education in a university or other institution of higher learning.

Note : Regular school and university courses may sometimes be attended by "adults" along with students of "normal age". Where these courses are not planned for, or adapted to the needs of adults, they should not be regarded as "adult education" and the adults enrolled will appear in statistics as students in the regular courses, only differentiated where student age is analysed.

57. ADULT EDUCATION (OUT-OF-SCHOOL EDUCATION) = education provided for the benefit and adapted to the needs of persons not in the regular school and university system and generally fifteen or older.

Note 1 : The definition above describes a recognizable category of education and distinguishes it from the previous category (§ 56). However the term 'adult education' is illogical and

unsatisfactory, since it refers essentially to the age of students without stipulating which age.

For census purposes (e.g. in recording adult illiteracy) an 'adult' is generally considered to be 15 years or over. If, however, this age were the distinguishing criterion, all 'university education' and much 'school education' would be included in 'adult education'. The problem that arises in distinguishing 'regular school and university education' from 'adult education' might seem to be better solved by contrasting it with 'out-of-school education' (assuming that 'school' includes 'college' and 'university'). The term is, however, cumbersome in English (French : 'extra-scolaire' is perhaps better) and still not wholly logical, because quite a lot of 'adult education' takes place in schools. Since no new term suggests itself, 'adult education' is used as a synonym for 'out-of-school education' to describe education outside the regular school and university system.

Note 2 : REGULAR. The word 'regular' implies the continuous 'end-on' progression regularly followed. Thus programmes designed for students older than normal age (e.g. 'post-experience' university courses) should be classified as 'adult education'. This does not mean, however, that 'regular school and university education' which is designed for students of normal age becomes 'adult education' because older 'adults' enrol in it. This leads, nevertheless, to the apparently anomalous conclusion that the education of adults is not always the same as 'adult education' and it may be important to identify such apparent anomalies, for example, by obtaining statistics of the number of students above normal age in school, college and university courses. Again, the fact that children (especially where there is a shortage of schools) may be found participating with adults (e.g. in a literacy programme) should not mean that the programme ceases to be described as 'adult education'.

Note 3 : The definition above includes both formal and non-formal adult education (§ 58 and 59 below).

58. FORMAL ADULT EDUCATION = adult education for any of the learners who enrolled or registered for a particular educational programme.

Note : The use of ISCED for statistical purposes demands the division of formal adult education into programmes definable into various levels (by reference to prior education required) and those not definable by level (for which no requirement for any particular prior educational experience is expressed or implied).

59. NON-FORMAL ADULT EDUCATION = adult education for which none of the learners is enrolled or registered.

Note : All of this is regarded as not definable by level.

Conclusion

60. The system of definition used here enables detailed and self-sufficient definitions of any of the terms from paragraphs 51 to 59 to be built up, by including any of the component definitions from previous paragraphs. Thus a full definition of :

ADULT EDUCATION = communication planned in a pattern or sequence with explicit or implicit aims, involving the transfer of information and designed to bring about learning (i.e. changes in behaviour, knowledge, understanding, attitudes, skills or capability) provided for the benefit and adapted to the needs of persons not in the regular school and university system and generally fifteen or older.

TABLE I. THE TOTAL SPECTRUM OF HUMAN LEARNING

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- 14 -

INCLUDE IN ISCED			
	Regular School and University; ISCED levels 0-7	ISCED levels 1-7	Adult Education ISCED level 9
1. <u>Programmes</u>	FORMAL Regular school and university programmes	FORMAL Programmes, adapted for adults, which require a minimum prior education	FORMAL Programmes, adapted for adults, which require no minimum prior education
2. <u>Students</u>	Students whose age generally corresponds to the level of the programme ("normal age") although "over-age" students may also be enrolled	Adults	Adults
3. <u>Level of Programmes</u>	Programmes definable by level according to minimum prior educational experience required		Programmes not definable by level since no minimum prior educational experience required
4. <u>Type of education</u>	Formal School and University Education (including private institutions regarded as part of the 'system')	Formal Adult Education (related to but outside the 'system')	(not related to the 'system')
5. <u>Enrolment</u>	Enrolled according to age	Enrolled according to prior educational experience	Enrolled but not according to prior educational experience
6. <u>Curriculum</u>	Generally oriented towards examinations and certificates. Not especially adapted for adults	Often oriented towards examinations and certificates. Generally adapted for adults.	Seldom oriented towards examinations and certificates. Adapted for adults
7. <u>Content</u>	Generally extensive and intensive	Sometimes less extensive and less intensive	Generally less extensive and less intensive
8. <u>Duration & continuity</u>	Generally full-time and of long duration	Often part-time and sometimes of shorter duration	Generally part-time and of shorter duration
9. <u>Location</u>	In regular schools and universities	Sometimes in school and university buildings. Often in special adult education institutions or in homes, work-places, etc.	
10. <u>Aims</u>	Generally the acquisition of knowledge, understanding and skills. Predominantly dictated by providing agency and teachers. Intended to lay a foundation for further studies, or to complete previous studies.	Often 'remedial', 'upgrading' or 'continuing'	Occupational, leisure, cultural, social or civic aims
11. <u>Methods</u>	Teaching methods adapted to students of normal age	Teaching methods specially adapted for adults	
12. <u>Teaching Staff</u>	Teachers generally full-time professionals	Teachers sometimes full-time professionals; often part-time	
13. <u>Providing Agency</u>	Often Ministry of Education; sometimes other ministries; universities	Ministry of Education; other ministries; Universities; Industries; NGO's, etc.	
14. <u>Statistics</u>	Regular school and university statistics	Formal Adult Education statistics (as proposed by this document)	

EXCLUDED FROM ISCED			
	Adult Education		
1.	NON-FORMAL Programmes for adults	SELF-DIRECTED LEARNING Programmes made by learners	RANDOM LEARNING Learning experiences, not educational programmes
2.	Adults	Anyone	Everyone
3.	Programmes not definable by level since no minimum prior educational experience required	Programmes may or may not be definable by level	No programmes
4.	Non-Formal Adult Education (Extension, etc.)	Activities regarded as not education but either conscious or unconscious learning	
5.	Never enrolled; sometimes meeting in groups, but generally according to common interest rather than age; never in classes	None	None
6.	None prescribed. May be developed by the learner or the group	None or learner-determined	None
7.	Generally problem-oriented, often situational (local)	Unlimited choice	Random
8.	Duration seldom stipulated; according to need; programme often intermittent and non-sequential	Learner-determined	Random
9.	Activities located by convenience; e.g. in work-place, home, open air	Any where	Everywhere
10.	Often 'behavioural' in terms of practices or new behaviour patterns; often determined by 'agreement' between providing agency/teachers and 'clients'	Personal, often in terms of rewards, fulfilment ; determined by learner	None
11.	Teaching methods specially adapted for adults	Methods adapted by the individual to his needs and preferences	Random
12.	Staff : extension workers, instructors, demonstrators often not professional/full-time 'teachers'	None	None
13.	Rarely Ministry of Education; often other ministries; Industries; NGO's, etc.	None consciously involved	None
14.	Non-Formal Adult Education - statistics. Proposals to be prepared	To be collected by 'individualized' questionnaires and/or personal interviews	Socio-cultural indicators

A2. In reading these notes please bear in mind that they are addressed to many governmental and non-governmental agencies, some of which will be Parent agencies, operating very large mixed programmes and some of which will be self-contained Agencies, having only one national or local centre. The form discussed later and the instructions relating to it have been set out to help agencies that have not, until now, attempted to collect statistics in a regular way. If you already have a system for collecting adult education statistics that is not quite the same as the one proposed here, it may be possible to provide the required information without having to change your system.

Adult Education defined

A3. The term "adult education" means the same as "out-of-school education" and covers all organised educational activities provided for people who are not in the regular school and university system and who are generally fifteen or older. The "regular school and university system" provides a "ladder" by which children and young people may progress from primary schools through universities. It is designed and intended for children and young people, generally beginning at age five to seven up to the early twenties.

A4. Programmes covering the same subject matter as given in the "regular school and university system" are also found in adult education (adult literacy programmes ; secondary and post-secondary programmes intended for persons who are older than the children and young people in corresponding levels of regular school and university). These adult education programmes are often carried on in school and university premises, and may be sponsored by the same educational authorities.

A5. Adult education will also include a range of programmes which may not be called "education", but perhaps "training", "extension", or "community development". Provided they are educational, in the sense that teachers, instructors or extension workers communicate knowledge, understanding, attitudes or skills to adult "students" or "clients" or "target audiences", they should be regarded as "adult education". However, activities which have no direct educational purpose or involve no sort of teacher/learner relationship, for example, recreational activities, sport or tourism without an educational purpose, conferences or meetings, entertainment, advertising programmes or workcamps with no explicit educational aims should not be included.

A_P_P_E_N_D_I_X_-I

SUGGESTED QUESTIONNAIRE AND INSTRUCTIONS

The purpose of this appendix is to suggest the type of questionnaire and instructions that national statistical offices might wish to send to the parent agencies which organize programmes of formal adult education. It is expected that the national statistical office will adapt this appendix to its own needs and to the prevailing conditions in the country. Terms such as "education at the second level : first stage" "may not be well understood, and it may be preferable to use the more common national equivalents, such as "preparatory level" or "middle school", etc.

Certain columns in Form A can be subdivided for additional detail, and then aggregated at a later stage for reporting international summary statistics.

Introduction

A1. Member States of Unesco are taking steps to obtain information about the provision made for adult education within their country. In most countries this information has to be obtained from many agencies and institutions in a form that will make it possible to prepare a consolidated national report and to compare information from different countries. It is hoped that the information can be linked with that about school and university education. To make this more possible, Unesco has published an International Standard Classification of Education (ISCED).

A6. It is necessary eventually to obtain statistics of two kinds of adult education which can be described as "FORMAL" and "NON-FORMAL", but the present phase of this exercise will be limited to formal adult education.

Formal Adult Education

A7. Adult education is regarded as "formal" if students are enrolled or registered. It may be provided in three main ways or by a combination of them, viz. :

- a) classes or groups in which people enrol for fixed periods for study or discussion of an agreed field of study with a teacher or leader;
- b) use by registered students of Radio or TV programmes designed and transmitted as educational series ; and
- c) enrolment in correspondence courses.

A8. In formal adult education, therefore, it should be possible, if adequate records and registers are kept, to count the numbers of people enrolled for different courses and for different lengths of time. Paragraphs A10 to A22 explain how this might be done. Form A (see overleaf) has been designed for reporting data on formal adult education.

Non-Formal Adult Education

A9. Any educational work with adults who are not enrolled in formal groups or registered as listeners, viewers or correspondence students should be regarded as "non-formal". This part of adult education is not treated here, but it is hoped that the current exercise will be extended at a later stage to cover non-formal adult education.

...

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REPUBLIC OF XYZ
CENTRAL STATISTICAL OFFICE

Formal Adult Education Programmes for the Calendar Year 19...

Form completed by :
Name of Agency :

PART I : Programme data

PART II : Financial data

Total Operating Income From :

Student Fees	Non-governmental National & Local Sources	National, Local and Regional Government	National Government Sources only	International and Foreign Sources	Total Operating Income from all Sources
12	13	14	15	16	17

General notes

A10. Form A (see previous page) is a record sheet to be sent to self-contained units as well as to Parent Agencies. Self-contained Agencies will complete a single copy of Form A and return it to the Central Statistical Office. Parent Agencies will distribute one form to each of their local units, collect the replies, add their own data and then return the forms to the Central Statistical Office.

A11. The formal adult education programmes to be reported are those which :

- a) involve some sort of teaching/learning relationship and the communication of knowledge, understanding, attitudes or skills. } This means they are education.
- b) are intended and adapted for adults not in the regular school and university system. } This means they are adult education.
- c) require registration or enrolment. } This means they are formal.
- d) were held during 19.., or the 12 month administrative year which ended in 19.. (whichever is appropriate) } This is a statistical limitation.

What is "Coding"

A12. Coding is a way of sorting out information by allotting the same numbers to common parts of the information which would otherwise be described in words. If the information sent to the national adult statistical authority is accurate and properly coded it will help it :

- to build up a complete and accurate statistical picture of adult education in the country ;
- to relate the statistics of adult education to the classification of regular school and university education using the ISCED classification system mentioned at the beginning of this document, and therefore
- to allow for the provision of fuller and more accurate statistics of education of all kinds throughout the world.

A13. ISCED provides a classification system which divides education into 'Levels', 'Fields of Study' and 'Programmes'. Using ISCED, any programme of "Formal" Adult Education could be classified as relating to :

- one of six Levels (or as not definable by Level) ;
- one of twenty-two Fields ;
- one of some five hundred Programmes.

A14. The full code consists of five digits. Starting from the left :

- the first digit represents the Level ;
- the second and third digits represent the Field ;
- the fourth and fifth digits represent the Programme.

Coding for Level - Column 1 of Form A

A15. The Code Numbers for the Levels and how to select them for entry on Form A are shown below. If an adult education programme is comparable to one in the regular school and university system, enter in Col. 1 the code number for the appropriate level shown below. If no particular previous education is required for enrolment enter '9' in Col. 1, meaning 'Not definable by educational level'.

A16. The following list briefly defines the levels of Regular School and University Education (RSU) and indicates corresponding types of adult education (AE).

...

Code Numbers
for 'level'

AE - offered by correspondence institutions, by the 'Open University' and equivalents and by extension and adult programme departments of normal universities.

Education at the third level : second stage, of the type 7
that leads to a post-graduate university degree or
equivalent

RSU - includes all education beyond level 6.

AE - programmes offered by rare institutions catering specifically for adults at this level. Also high-level post-experience courses, broadcast courses, etc. provided for specialists - usually graduates.

Education not definable by level 9

RSU - None

AE - the many programmes in formal adult education that do not specify or imply pre-requisite standards of education for enrolment and are not directed towards progression from one educational level to another.

A17. In applying ISCED to adult education the first requirement is to classify it by Level. It is intended that this should be done through association with the 'core' of school and university programmes. Even when an adult education programme is not identical or very similar in its content to any programme in the 'core', it may still be identified as requiring, explicitly or implicitly, a similar minimum of prior educational experience for admission. By this means it is hoped that much adult education will be classifiable by levels. Only if a programme is such that no minimum educational prerequisite can be determined will it be placed in category 9 - 'not definable by level'.

Coding for Field of Study and Programme - cols. 2 and 3 of Form A

A18. The list of Code Numbers applicable to adult education for Fields and Programmes is given in Appendix II to this document.

Code Numbers
for 'level'

Education at the first level

1

RSU - usually begins age 5 to 7 and lasts for about 5 years.

AE - literacy programmes and some vocational programmes designed for illiterate adults. Also post-literacy programmes (e.g. grades 4 and 5).

Education at the second level : first stage

2

RSU - begins at about age 10 - 12 and lasts for about 3 years.

AE - remedial programmes for early school leavers and elementary vocational programmes.

Education at the second level : second stage

3

RSU - begins at about age 13 - 15 and lasts for about 4 years.

AE - programmes offering opportunities for mature people to obtain prerequisite certificates, or exemption from them for employment or admission to higher level academic or professional education.

Education at the third level : first stage, of the type
that leads to an award not equivalent to a first
university degree

5

RSU - begins at about age 17 - 19 and lasts for about 3 years.

AE - a very large and important variety of vocational and technical refresher and sandwich courses and courses for teaching, social work and similar "roles".

Education at the third level : first stage, of the type
that leads to a first university degree or equivalent

6

RSU - also begins at about age 17 - 19 and lasts for about 4 years.

- Enter in Column 2 the appropriate Code Number from the list in Appendix II, for the main field of study covered by the programme. If it appears to involve more than one Field, choose the one which seems most important.

- If a Programme sub-division of the Field is shown in the list, enter the appropriate Code Number in Col. 3. If there is no Programme sub-division enter '00' in Column 3.

Columns 4 to 8 of Form A

Form A
Column Numbers

A19.	- Enter for each programme identified in Columns 1 to 3 the number of <u>study</u> hours that students were expected to complete during the 12 month reporting period. The expected number of study hours for each programme will be composed of two elements :	4 and 5
	- The first element will be the number of hours of instruction. In the case of programmes given by TV or Radio, it will be the number of broadcast hours (excluding repeat broadcasts of the same programme).	4
	- The second element is the expected number of study hours. This may be insignificant with respect to residential courses or class/study groups. It is sometimes an important element in programmes given by TV or Radio, and is particularly relevant to correspondence programmes.	5
	- Enter for each programme the total number of <u>enrolled students of both sexes</u> .	6
	- Enter for each programme the <u>number of women</u> included in the total entered in Column 6.	7
	- Enter an estimate of the average attendance or participation for each programme during the 12 month reporting period.	8

Boxes 9 to 11 of Form A

Form A
Box Numbers

A20. - Check (X) only one mode of education.

9

If different modes are used for different programmes, use separate forms for each mode. The following guidelines are proposed for determining the mode in difficult cases : in residential courses and class/study groups instruction is given in face-to-face meetings of teachers and students ; a residential course is one where it is expected that most students will have to move to accommodation close to the place where the course is being held ; radio and television courses will often involve correspondence concerning registration and the delivery of books or other teaching material ; correspondence courses may involve periodic meetings with teachers, but most learning will take place in the home with material supplied by mail ; the category of "multi-media" is provided for cases where two or more of the above-mentioned modes are combined to such a degree that no one mode can adequately describe the programme.

- Enter the total number of teaching staff employed either full- or part-time for all the programmes listed in columns 1 to 8. Count only once teachers who run more than one programme.

10

- Enter the total number of classroom or teaching hours for all the programmes listed in columns 1 to 8. Where programmes are given by TV or Radio, enter the total number of broadcast hours for the 12 month reporting period.

11

Boxes 12 to 17 (Part II of Form A)

A21. Financial data : boxes (12) to (17) are for reporting the non-capital funds provided for formal adult education programmes.

- Total operating income. Enter in Box (17) the total operating funds provided from all sources for formal adult education programmes given during the period for which data are being reported. This total should now be broken down by source and entered in Boxes (12) to (16). 17

- Student fees. Enter the total amount of operating income derived from student fees. 12

- Non-governmental national or local sources. Enter that part of operating income which was provided by non-governmental national or local bodies (private funds from individuals, grants from industry, trade unions or parent adult education association, etc.). Do not include student fees, which are to be reported separately in Box (12). 13

- National, Local and Regional Government sources. Enter that part of operating income which was provided out of public funds by national, local or regional governments. 14

- National Government sources only. Enter that part of the figure entered in Box (14) which was provided by national ministries or agencies. 15

- International and Foreign sources. Enter that part of operating income which came from foreign or international sources, both governmental and non-governmental. 16

Note to Parent Agencies

A22. Local units of parent agencies might not have access to data for boxes 13 to 17, if funding is largely administered by the parent agency. It is therefore important for parent agencies to review Part II of Form A as completed by their local units, and to ensure that the financial support administered by the parent agency is correctly reported. An extra copy of Form A should therefore be submitted by parent agencies to complete the financial data for the agency and its local units.

FIELD AND PROGRAMMES CODES*

<u>Field Code</u>	<u>Field of Study</u>	<u>Programme Sub-division (if applicable)</u>	<u>Programme Code</u>
01	General Education	-	00
04	Elementary Education with some vocational emphasis	-	00
08	Literacy	-	00
08	- do -	Simple literacy	11
08	- do -	Functional literacy	21
14	Education Science and Teacher Training	For work in adult education ('formal' and 'non-'formal')	16
14	- do -	Other	99
18	Fine and applied arts	Visual and plastic	10
18	- do -	Handicrafts	12
18	- do -	Music	22
18	- do -	Drama	32
18	- do -	Other	99
22	Humanities	-	00
22	- do -	"Foreign" or second language	15
22	- do -	"Dead" languages and their literature	21
22	- do -	History	51
22	- do -	Archaeology	61
22	- do -	Other	99
26	Religion and Theology	-	00
30	Social and Behavioural Sciences	Economics	12
30	- do -	Political Science	22
30	- do -	Sociology	32
30	- do -	Psychology	52
30	- do -	Geography	62
30	- do -	Other	99

* This is an abbreviated list, and the central statistical office of each country should compare it with the full list in ISCED Conf. Ref. I and make appropriate changes in view of the types of programmes that are prevalent.

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<u>Field Code</u>	<u>Field of Study</u>	<u>Programme Sub-division (if applicable)</u>	<u>Programme Code</u>
34	Commerce, clerical, business and public administration	Secretarial skills	04
34	- do -	Clerical skills	08
34	- do -	Personnel Administration	38
34	- do -	Other	99
38	Law and jurisprudence	-	00
42	Natural Sciences	Biology	02
42	- do -	Geology	22
42	- do -	Physics	32
42	- do -	Astronomy	42
42	- do -	Other	99
46	Mathematics and computer science	-	00
46	- do -	Mathematics	01
46	- do -	Computer science	41
50	Medicine and para-medicine	Nursing and other auxiliary	18
50	- do -	Other	99
54	Engineering	-	00
58	Architecture and Town Planning	Architecture	10
58	- do -	Community planning	22
58	- do -	Other	99
62	Agriculture, forestry and fisheries	Agriculture	02
62	- do -	Forestry & forest products	62
62	- do -	Fisheries technology	72
66	Home Economics (Domestic Science)	Dressmaking and needlecrafts	04
66	- do -	Cookery and Nutrition	12
66	- do -	Child care and family planning; and welfare	22
66	- do -	Other	99

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<u>Field Code</u>	<u>Field of Study</u>	<u>Programme Sub-division (if applicable)</u>	<u>Programme Code</u>
70	Transport and Communication	-	00
74	Trade, Craft and Industrial	-	00
78	Service trades	-	00
80	Handicapped, special programmes for	-	00
99	Other education not definable by level	Sport and physical education	62